



2025 NEW PROPOSED RESOLUTION

NEW RESOLUTION #1

IMPLEMENTATION OF STRUCTURED LITERACY FOR STUDENTS WITH DYSLEXIA – 2025

- Whereas** literacy inequities persist, contributing to disparities in educational outcomes for students with dyslexia, the most prevalent learning disability, affecting 1 in 5 students, approximately 20% of the population, and accounting for 80% of learning disability classifications, and
- Whereas** dyslexia is a language-based learning disability recognized by the New York State Congress of Parents and Teachers, Inc. and under Federal Law (IDEA) as a “specific learning disability” that is neurobiological in nature and primarily impacts accurate and/or fluent word recognition, reading, spelling, written expression, speaking and learning a second language. It is typically the result of a deficiency in the phonological component of language, and
- Whereas** the severity of dyslexia can be mitigated with Structured Literacy (a specialized instruction/intervention) including explicit, systematic, multisensory instruction in phonology, sound-symbol associations, syllable instruction, morphology, syntax and semantics which is necessary for students with dyslexia, beneficial to all students and harmful to none; therefore be it
- Resolved** that the New York State Congress of Parents and Teachers, Inc. calls for districts to discontinue use of literacy curriculum that does not align with evidence of how students learn to read, and be it further
- Resolved** that districts require teacher/staff training and ongoing professional development to improve the understanding of dyslexia, recognize early warning signs, require universal early screening with timely reporting of results to parents and guardians, implement prompt, evidence-based interventions specific to dyslexia, and be it further
- Resolved** that NYS PTA calls for the use of evidence-based literacy instruction and structured literacy intervention that is appropriate for each student and can be accessed by both the general and special education populations, and be it further
- Resolved** that students with dyslexia have access to assistive technologies and appropriate classroom accommodations, and be it further
- Resolved** that NYS PTA calls for the full adoption of the NY State Dyslexia and Dysgraphia Task Force report and recommendations by appropriate parties, and be it further
- Resolved** that NYS PTA seeks and supports equitable, adequate, and sustainable state funding for training and implementation of appropriate evidence-based literacy instruction, universal dyslexia screening, and intervention services for students with dyslexia.

Statement: Historically across the nation, an assortment of literacy curricula have been used by school districts, with varying degrees of success. NY State has expressed the value in research- and evidence-based literacy instruction. The NY State Education Department has released a number of guidance documents for school districts that express the importance of this shift toward an evidence-based instructional model of literacy. When professional development is provided in evidence-based literacy instruction, students perform significantly better than students whose educators did not have the same professional development in evidence-based literacy instruction and intervention. We recognize the need for early screening, greater accountability and urge all districts to implement appropriate, evidence-based instruction in both general and special education classrooms with curricula that are tested empirically and are explicit, systematic, and sequential for both code and meaning-focused reading skills. We are advocating for the provision of additional structured literacy interventions and accommodations for students at risk of and with a diagnosis of dyslexia. Adequate, equitable, and sustainable funding will enable school districts to provide professional development for educators, evidence-based curricula, and appropriate dyslexia interventions. This will ensure that every child has an equal opportunity to learn and succeed.